

DOCUMENT RESUME

ED 458 996

PS 029 965

AUTHOR Gauvain, Mary; Perez, Susan M.
TITLE Parenting Practices and Children's Participation in Planning.
PUB DATE 2001-08-00
NOTE 9p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Diego, CA, August 24-28, 2001).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Child Rearing; *Children; *Cultural Differences; Decision Making; Hispanic Americans; *Leisure Time; *Mothers; *Parent Child Relationship; *Parenting Skills; Personal Autonomy; Whites
IDENTIFIERS European Americans; Latinos

ABSTRACT

This study examined the relation between parenting practices and children's participation in and deciding on their after-school activities, as well as in mother-child interactions during a laboratory task involving planning. Participants were 180 mothers and their 7-year-old children (101 European American and 79 Latino American). During a laboratory visit, mothers completed two questionnaires. One assessed their children's participation in decision making about formal and informal activities outside of school. The other assessed three dimensions of parenting: maturity demands, warmth, and control. During the same visit, mother and child participated in a problem-solving task that involved errand planning. Results indicated relationships between parenting practices and children's participation in and deciding on their after-school activities and in mother-child interaction, although the patterns differed somewhat in the two cultural groups. Findings suggest that these dimensions of parenting are linked to the opportunities children have to practice and develop complex cognitive skills such as planning, although cultural values appear to play a role in the activity domains in which these parenting practices are expressed. (Author)

Parenting Practices and Children's Participation in Planning

Mary Gauvain and Susan M. Perez

University of California, Riverside

Paper presented at the meetings of the American Psychological Association, August 2001, San Francisco, CA.

Abstract

This study examined the relation between parenting practices and children's participation in and deciding on their after-school activities, as well as in mother-child interaction during a laboratory task involving planning. 180 mothers and their 7-year-old children participated (101 European American and 79 Latino American). During a laboratory visit mothers completed two questionnaires. One assessed their children's participation in and decision making about formal and informal activities outside of school. The other assessed three dimensions of parenting: maturity demands, warmth, and control. During the same visit, mother and child participated in a problem-solving task that involved errand planning. Results indicate relations between parenting practices and children's participation in and deciding on their after-school activities and in mother-child interaction in the lab, though the patterns differed somewhat in the two cultural groups. Findings suggest that these dimensions of parenting are linked to the opportunities children have to practice and develop complex cognitive skills like planning, though cultural values appear to play a role in the activity domains in which these parenting practices are expressed.

This research investigates the role that parents play in supporting children's intellectual growth in one domain, the development of planning. The family is an important context for cognitive development. Parents influence emerging cognitive skills through the experiences they provide for their children inside and outside the home. Although the behavioral contingencies that parents use, especially rewards and punishments, have been shown to play an influential role in social developmental processes, parental influences on cognitive development appear to operate differently (Maccoby, 1994). Research has shown that the structure parents provide in face-to-face

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

Mary Gauvain

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

2
BEST COPY AVAILABLE



encounters (Rogoff, 1990) and in the activities they arrange for their children (Goncu, 1999) help children learn about and gradually adopt new cognitive skills.

In this study, we concentrate on planning, a problem-solving technique that organizes behavior for future action, because it is essential to mature social and cognitive functioning. As a sustained socialization context, the family frequently organizes or plans future activities. The different cognitive status of family members allows for the social transmission of this skill through processes like scaffolding (Wood & Middleton, 1975) and guided participation (Rogoff, 1990), which are associated with the development of planning (Gauvain & Rogoff, 1989; Radziszewska & Rogoff, 1988). Thus, by its nature and its structure the family context is a primary site for the development of planning skills.

Little is known about the relation of parent-child interaction involving planning to parenting practices. We were interested in whether three dimensions of parenting, maturity demands, warmth, and control, account for systematic variation in parent-child interaction and children's participation in everyday activities. Although typically used to characterize parenting style as a global characteristic (Baumrind, 1973; Maccoby, 1994; Roberts, Block, & Block, 1984), we were interested in how each of these dimensions individually relates to children's opportunities to participate in planning under the tutelage of their parents. We expected maturity demands would relate to opportunities for children to develop planning skills, and that a climate of warmth or responsiveness would support this process. We also expected that parents who stress control may provide fewer opportunities for children to learn about and practice planning.

Method

Participants: 180 mothers and their 7-year-old children (90 boys), with 101 of the families European American and 79 Latino American (31 mothers spoke solely Spanish) participated.

Measures and Procedure: During a laboratory visit, mothers completed two questionnaires: *Your Child's Daily Activities* and the *Child Rearing Practices Report*, and mother and child participated in a problem-solving interaction involving planning.

Your Child's Daily Activities assessed children's participation in organized activities (e.g., team sports), after-school activities inside and outside the home (e.g. playing games, playing at a playground), helping at the parents' business, doing chores, and running errands, and whether the child received a weekly allowance. For each activity in which the child participated, mothers were asked who (parent only, both parent and child, or child only) made the decision about the child's participation. The *Child Rearing Practices Report* assessed three dimensions of parenting using items from Block's (1965) Child Rearing Practices Report (CRPR). The dimensions are 1) maturity demands, that is expectations of age appropriate behavior and responsibility; 2) warmth, that is affection, support, and concern for the child's well being; and 3) control, that is strict enforcement of rules. Items were averaged within dimensions for each mother. Internal consistency reliabilities for the dimensions ranged from .64 to .72.

For the *mother-child interaction* each dyad interacted on a problem-solving task involving planning, i.e. finding the most efficient way of completing several errands in a model village. Independent observers rated mothers on behaviors including whether they were directive of the child, provided guidance, intruded in the child's activity, kept the child involved, encouraged independent behavior, displayed positive or negative affect, and made confusing or misleading comments. Dyadic behavior was also rated including whether responsibility was shared and if responsibility for decision making transferred from the parent to the child. The final plans were scored for priority and efficiency (higher scores were less efficient).

Results

Children's participation was summed within type of activity (organized, in home, out of home). Proportion scores were computed for decisions made by parent only, child only, and both for each activity type. Results are presented in Tables 1, 2, and 3.

Maturity Demands. An emphasis on maturity demands was positively related to children's participation in organized and in-home activities and to guidance and encouragement provided by mothers in the lab, and negatively related to the parent alone deciding on organized activities. For European Americans, there was also a positive relation to the child's participation in organized

activities and the parent keeping the child involved on the lab task and a negative relation to the parent alone deciding on the child's participation in out-of-home activities. For Latino Americans there were positive relations with the child working at the parents' business and participation in in-home activities, and a negative relation with the parent alone deciding on in-home activities. For English-speaking Latino families only there was a positive relation between maturity demands and the child alone deciding on organized activities.

Warmth. Few relations appeared between parental warmth and the children's participation in after-school activities and parent-child interaction in the lab, though those that emerged were consistent with the hypothesis. For in-home activities, parental emphasis on warmth was positively related to both parent and child deciding on the child's participation and negatively related to the parent deciding alone. For European Americans, there was a positive relation between parental warmth and the child's participation in organized activities and a negative relation with the parent deciding alone on the child's out-of-home activities. For this group, parental warmth was also negatively related to the transfer of decision-making responsibility from parent to child during the lab task. For Latino Americans, there was a negative relation between parental warmth and the parent alone deciding on the child's in-home activities.

Control. A parental emphasis on control was negatively related to children's participation in organized activities and to the provision by mother of guidance and encouragement during the lab task. There was a positive relation between parental control and the parent deciding alone on the child's organized activities. For European Americans, parental control was related to less efficient plans on the lab task, however there was a positive relation with the priority score, suggesting mixed results for this group on the lab performance for families with higher levels of parental control. Also for this group, parental control was negatively related to both parent and child deciding on children's participation in organized activities. For Latino Americans, parental control was negatively related to the child alone deciding on participation in organized activities, though in separate analyses this maintained for the English-speaking families only.

Conclusions

These results demonstrate a link between parenting approaches and children's after-school experiences. An emphasis on maturity demands was related to increased opportunity for children to participate in and share in decision making about everyday activities, and to behaviors during problem solving with mother related to development in this domain (Gauvain & Rogoff, 1989). An emphasis on warmth may support this process. On the other hand, parental emphasis on control was related to fewer opportunities for children in these areas.

Parenting approaches in the two cultural groups studied related somewhat differently to children's opportunities outside of school. For European Americans, maturity demands seem to play an important role in children's participation in organized activities while for Latino Americans they seem to play a role in activities that may be more centered around family. This may reflect different cultural values about the development of independence and responsibility. There were some differences in Latino American families defined by mother's primary language, which we are currently examining in relation to generational status.

References

- Baumrind, D. (1973). The development of instrumental competence through socialization. In A. Pick (Ed.), Minnesota symposium on child psychology (Vol. 7). Minneapolis, MN: Univ. of Minnesota Press.
- Block, J. H. (1965). The child-rearing practices report. Berkeley: UC Institute of Human Development.
- Gauvain, M., & Rogoff, B. (1989). Collaborative problem solving and children's planning skills. Developmental Psychology, 25, 139-151.
- Goncu, A. (1999). Children's engagement in the world. NY: Cambridge Univ. Press.
- Maccoby, E. E. (1994). The role of parents in the socialization of children: A historical overview. In R. D. Parke, P. A. Ornstein, J. J. Rieser, & C. Zahn-Waxler, (Eds.), A century of developmental psychology. Washington, D.C.: APA.
- Radziszewska, B., & Rogoff, B. (1988). Influence of adult and peer collaborators on children's planning skills. Developmental Psychology, 24, 840-848.
- Roberts, G. C., Block, J. H., & Block, J. (1984). Continuity and change in parents' child-rearing practices. Child Development, 55, 586-597.
- Rogoff, B. (1990). Apprenticeship in thinking. New York: Oxford University Press.
- Wood, D. J., & Middleton, D. (1975). A study of assisted problem solving. British Journal of Psychology, 66, 181-191.

Table 1. Correlations Between Amount of Participation in Activities and Parenting Dimensions for Type of Activity by Group

	<u>Parenting Dimensions</u>		
	Maturity Demands	Warmth	Control
<u>Total Sample</u>			
Organized activities	.19*	.13+	-.19*
In-home activities	.27**		
Out-of-home activities			-.13+
<u>European American Sample</u>			
Organized activities	.23*	.29**	
In-home activities			.18+
<u>Latino American Sample</u>			
Works at parent business	.27*	.19+	
In-home activities	.31**		
<u>Latino: English-speaking</u>			
Works at parent business	.27+	.27+	
In-home activities	.27+		
<u>Latino: Spanish-speaking</u>			
Runs errands	.30+		
Out-of-home activities	.34+		

Note: $p < .05^*$, $p < .01^{**}$, $p < .10^+$

Table 2. Correlations Between Proportion of Decision Making and Parenting Dimensions for Activity type and Person(s) Making the Decision by Group

	<u>Parenting Dimensions</u>		
	Maturity Demands	Warmth	Control
<u>ORGANIZED ACTIVITIES</u>			
<u>Total Sample</u>			
Parent only decides	-.15+		.17*
<u>European American Sample</u>			
Child only decides			.20+
Both decide			-.22*
<u>Latino American Sample</u>			
Parent only decides			.24+
Child only decides			-.30*
<u>Latino: English-speaking</u>			
Parent only decides			.30+
Child only decides	.33*		-.41**
<u>IN HOME ACTIVITIES</u>			
<u>Total Sample</u>			
Parent only decides	-.23**	-.18*	.18*
Both decide	.19*	.17*	-.16*
<u>European American Sample</u>			
Parent only decides			.17+
<u>Latino American Sample</u>			
Parent only decides	-.26*	-.24*	
Both decide	.21+		
<u>OUT OF HOME ACTIVITIES</u>			
<u>Total Sample</u>			
Parent only decides	-.14+		
<u>European American Sample</u>			
Parent only decides	-.22*	-.20*	

Note: $p < .05^*$, $p < .01^{**}$, $p < .10^+$

Table 3. Correlations Between Behavior during Joint Planning and Parenting Dimensions by Group

	<u>Parenting Dimensions</u>		
	Maturity Demands	Warmth	Control
<u>PLANNING BEHAVIOR</u>			
<u>Total Sample</u>			
Priority score	.13+		
Parent provides guidance	.20**		-.19*
Parent encourages independence	.17*		-.23**
Decision making shared			-.14+
<u>European American Sample</u>			
Priority score			.21*
Route efficiency			.22*
Mother keeps child involved	.25*		
Parent displays negative affect		-.17+	
Decision making transferred		-.22*	
<u>Latino: English-speaking</u>			
Priority score			.25+
<u>Latino: Spanish-speaking</u>			
Priority score			-.34

Note: $p < .05^*$, $p < .01^{**}$, $p < .10^+$



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <i>Parenting practices and children's participation in planning</i>	
Author(s): <i>Mary Gaurain & Susan M. Perez</i>	
Corporate Source: <i>UC Riverside</i>	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to each document.

If permission is granted to reproduce and disseminate the identified documents, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
<div>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</div> <div>1</div>	<div>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</div> <div>2A</div>	<div>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</div> <div>2B</div>
<div>Level 1 <input checked="" type="checkbox"/> <i>MG</i></div> <div>Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.</div>	<div>Level 2A <input checked="" type="checkbox"/> <i>MG</i></div> <div>Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only</div>	<div>Level 2B <input checked="" type="checkbox"/> <i>MG</i></div> <div>Check here for Level 2B release, permitting reproduction and dissemination in microfiche only</div>

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate these documents as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: <i>Mary Gaurain</i>	Printed Name/Position/Title: <i>MARY Gaurain, Professor</i>	
Organization/Address: <i>Psychology Dept.</i>	Telephone: <i>909-787-4690</i>	FAX: <i>909-787-3585</i>
<i>Univ. of California</i>	E-Mail Address: <i>mary.gaurain</i>	Date: <i>11-16-01</i>
<i>Riverside, CA 92501</i>	<i>01@ucr.edu</i>	

Sign here, → please

596602



III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of these documents from another source, please provide the following information regarding the availability of these documents. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:	ERIC Counseling & Student Services University of North Carolina at Greensboro 201 Ferguson Building PO Box 26171 Greensboro, NC 27402-6171
---	---



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



NOTICE

Reproduction Basis



This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (3/2000)

PS029965